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ABSTRACT

A campus newsletter for undergraduate academic advisers at Michigan State University was developed by the Student Academic Affairs Unit within the Undergraduate University Division. Initial tasks included: preparing a mailing list, deciding on methods for collecting and verifying information, and developing guidelines to insure consistency of approach and presentation. The guidelines established the purposes, timing, content parameters, general format, and principles, as well as responsibilities of the publication committee members. Two sources of information for the newsletter were considered indispensable: reports of the curriculum committee and persons with policy-making authority. The format of the newsletter is described, and the guidelines are provided. Excerpts from a number of newsletter issues (1983-1985) are appended. (SW)

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A University-Wide Newsletter for Academic Advisers: Responding to the Need for Current, Accurate, and Useful Information

Thomas C. Kishler

While the challenge of keeping abreast of curricular changes, general education requirements, academic policies, institutional resources, support units' services and programs places substantial demands upon conscientious advisers at institutions of all sizes, the challenge for advisers at large, complex universities, especially those in which constant change seems the modus operandi, can at times be overwhelming. Effective advising assumes many things. Advisers should be good listeners. They should be genuinely concerned about the academic and general welfare of their advisees. They should understand the decision-making process and the difference between assisting students in that process, on the one hand, and making decisions for their students on the other. They should be available at the times assigned for advising. They should be familiar with how developmental theory relates to their work with students.

But even advisers satisfying these and similar criteria will be limited in their effectiveness if they are deficient in one area which is the sine qua non for productive advising—namely, knowledgeability. No matter how concerned they are, no matter how well honed their interpersonal skills may be, no matter how scrupulous they are about keeping their office hours, no matter how conversant they are with developmental theories, advisers lacking both broad and detailed knowledge of their institutions' current regulations, programs, and resources are bound, on occasion, to fall short of achieving the high level of compentency and helpfulness requisite for their challenging role and demanding responsibility.

HE019324

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BACKGROUND

From the fall of 1981 to the present, concerted and sustained effort has been made at Michigan State University to improve the quality and effectiveness of undergraduate advising on a campus-wide basis, and the chief intended result of that effort has, from the beginning, been increased knowledgeability. This effort was motivated both by local concern about the need to develop better communication among advisers and by an awakened and growing nation-wide interest in academic advising, evidenced most notably in the chartering of the National Academic Advising Association in 1979, an organization with dramatic increases in membership each year and one responsible for arranging excellent annual national and regional conferences. In this context, under the leadership of the Director of the Undergraduate University Division, three interralated initiatives were inaugurated to address the challenge of strengthening what was already a generally sound academic advising system at Michigan State.

The first initiative in 1981 resulted in establishing an on-going series of all-university conferences devoted to the major concerns of advisers across the institution. These conferences, now an established tradition, have from the beginning been held once each term, three times a year. (The background is outlined in this writer's "Developing an All-University Advisers' Training Program: A Short History of One Model." ERIC Document Reproduction Service, No. ED 261578.) The second initiative in 1982, the result of which is the subject of this paper, was the decision to inaugurate a campus-wide newsletter for academic advisers. The third initiative in 1983 established a Policy Committee on Undergraduate Adviser Communication. With a representative from each of the several advising programs on campus and with the Director of the

Undergraduate University Division as chairperson, this committee was charged with the responsibility of exploring ways to strengthen those channels of communication, in particular the advisers' training program and the advisers' newsletter, which had the most direct bearing on the improvement of advising. (The composition and activities of the committee are explained in this writer's "Coordinating the Communication and Development of Advisers," Journal of College Student Personnel, September 1985.)

Before proceeding to a discussion of the development of an advisers' newsletter, it would be helpful to explain why the Undergraduate University Division (hereafter UUD) at Michigan State was the most logical and most appropriate unit to assume the responsibility of implementing the three initiatives referred to above. The UUD was inaugurated July 1, 1980, as a result of the dissolution of the University College, which for thirty-five years had, through its four teaching departments, provided instruction in the general education courses required of all students for graduation. In addition, and more important in the context of this paper, the University College Student Academic Affairs unit was administratively responsible for all freshmen and sophomores, nearly 16,000 each year. What is most relevant here was the unit's long-term responsibility for advising students with undeclared majors and its role as provider of "back-up" advising for all freshmen and sophomores. Over many years, the Student Academic Affairs unit had developed the largest and most broadly knowledgeable advising staff on campus. Unlike most other advising programs, the unit had experienced a remarkly high degree of staff continunity; senior faculty members constituted its leadership; and it was an administrative as well as an advising organization.

In 1980, Student Academic Affairs became the largest unit of the new UUD (which also included the Learning Resources Center and the Orientation Placement Testing Office), which would from that time onward report to the Office of the Provost through the Assistant Provost for Undergraduate Education. This new arrangement resulted in direct support from the central administration and in greater visibility as an organization with university-wide responsibilities. Of the several Provost-mandated changes to the UUD Student Academic Affairs unit, most of them calling for continuation of the responsibilities it had long assumed, one in particular contained the seedbed from which developed the three initiatives mentioned previously: "To maintain close and continuing liaison with college advising centers and academic support units and programs across the university." Given this charge, the UUD had the innovative leadership needed to initiate over a two-year period and then to sustain to the present a large scale enterprise designed to improve the quality and increase the knowledgeability of undergraduate academic advising throughout the university. To informed observers, it was clear that no other advising and/or administrative unit on campus had the highly experienced staff, both the broad and detailed familiarity with the university, the extensive involvement with advising responsibilities across the institution, and, very important, the orgainizational position under the central administration to undertake and carry through successfully with an enterprise of such proportions. Unaffiliated with any department, school, college, or program, the UUD Student Academic Affairs unit had no special or vested interest to protect or to promote other than the general improvement of advising at the University.

Having successfully launched the All-University Advisers' Conferences in fall term 1981, the Student Academic Affairs unit under the leadership of the UUD Director explored ways to further enhance the growing interest in advising at the university. After only initial deliberation, it became clear that one of the most imperative needs was the development of an instrument to disseminate to all undergraduate advisers current, accurate, and timely information useful in the advising situation. Partly because of their broad administrative responsibilities and partly because of their role as resource persons to the university at large, the Student Academic Affairs staff members were keenly aware of how advisers' misinformation and lack of information not infrequently resulted in less than satisfactory advising, on occasion seriously disadvantaging advisees. Some advisers were not adequately familiar with important dates, regulations, and procedures. Some were unaware of the university's elaborate array of support services. Some, locked into their department's and college's requirements, appeared to lack the university-wide perspective often relevant to effective advising.

These considerations and the problems anticipated as a result of the implementation of a complex, totally revamped general education program the following fall term led to the decision to establish an all-university newsletter for advisers of undergraduate students. The first issue appeared early in spring term 1982, and, from that time to the present, the newsletter—the Undergraduate Adviser—has been distributed early each term, three times a year. Like the all-university advisers' conferences, the newsletter is now an established tradition, one well regarded not only at the local but at the national level. Evidence for the latter was the standing-room-only audience at a presentation made by two veteran members of the Undergraduate Adviser

publication committee at the 1985 National NACADA Conference in Kansas City, Missouri. The many questions and the enthusiast applause following the presentation, the latter an uncommon if not unique response at such sessions, indicated the broad interest of advisers from across the nation in inaugurating a similar enterprise at their colleges and universities. This impression was shortly after reenforced by numerous letters of inquiry from a variety of institutions. It is in response to this broad interest and as an attempt to share what may prove adaptable to the needs of other institutions that this paper has been written.

THE UNDERGRADUATE ADVISER

Once the determination had been made to inaugurate a campus-wide newsletter, the UUD Director, after consultation with the Associate Director and Assistant Directors of his Student Academic Affairs staff, appointed a publication committee composed of four senior advisers and his executive secretary. To insure the broadest possible involvement of all staff members, the Director selected one adviser from each of the four Student Academic Affairs offices located on central, east, south, and west campuses. Appropriately, the adviser from the cnetral office was designated as chair-person of the committee. No provision was made for rotating membership, but no committee member so far has asked to be relieved. To assist with the increasing work load, two additional advisers were later added to the committee.

The initial deliberations (some of them on-going) included the following:

1. A name for the newsletter.
2. The identification and addresses of all advisers of undergraduates on campus.

3. The preparation of a mailing list.

4. Types of items to be regular and occasional features of the newsletter.

5. Methods to be employed in collecting and verifying information.

6. Equitable divisions of the work load for committee members.

7. The use of graphics for more attractive appearance.

8. Establishment of meeting schedules to avoid conflict with other important advising activities.

9. The most appropriate time for the distribution of the newsletter each term.

10. The development of a set of guidelines to insure consistency of approach and presentation.

These and related considerations did not immediately result in final resolutions of all these concerns. Indeed, the newsletter, in its four-year history, has experienced dynamic growth and fine tuning and will be discussed here more in terms of what it is at present rather than in terms of the developmental process it has undergone.

Guidelines for the Newsletter

Apart from such practical matters as selecting a name for the newsletter, devising a masthead, choosing a permanent color of the paper to be used, and the like, the single most important consideration of the committee was the development of a set of guidelines intended to provide continuity of approach, method, and format; to anticipate and avoid potential problems, some political; and to insure professional appearance and credibility for the newsletter. These guidelines did not emerge in final form ab ovo but rather gradually developed out of experience and discussion into their current, well thought-out formulation. (ILLUSTRATIONS I A and B) The guidelines established the purpose, timing, content parameters, general format, and stylistic principles of the newsletter; the sources to be consulted for information; and the responsibilities of the publication committee members.

While the intent of the Guidelines is, for the most part, self-evident, a few of the items require some elaboration. The accuracy of the information to appear in the newsletter was a matter of paramount importance, especially since the chief purpose of the publication was to address and attempt to resolve, to whatever extent possible, the problem of advisers' misinformation or lack of information. Two sources were considered indispensable: 1) Reports of the Curriculum Committee once they had been approved by the Academic Council and 2) Persons with policy-making authority in academic and non-academic areas. From the beginning, the members of the publication committee have scrupulously checked and doublechecked Curriculum Committee reports before summarizing their contents in the Adviser, and they have identified and checked first hand with the most authoritative sources for any other information to appear in the newsletter. To systematize the acquisition of material, the committee early on devised an "Item Collection Form" (ILLUSTRATIONS II A and B) which, in addition to the information obtained, identifies the relevant unit involved and the name, title, and phone number of the source or simply "Curriculum Committee Report" because that in itself is definitive. Also included are the name and phone number of the committee member responsible for gathering the information. This procedure has facilitated the committee's work by making accuracy checks relatively easy and by assembling on separate sheets the materials which can be grouped according to the order in which they will appear in the newsletter.

Another primary consideration was the timing for the distribution of the newsletter each term. Obviously, the information it disseminated had to be made available before it became dated. Since much information pertained to

events (programs, workshops, meetings, etc.) early each term, the newsletter, except for last-minute revisions, had to be "put to bed" late in the term preceding publication. Two other interrelated decisions were to emphasize information potentially useful to all advisers and to avoid using the newsletter as an advertising medium for colleges and departments eager to recruit students for their courses and majors. These decisions were sound and politically sophisticated judgments which contributed substantially to the newsletter's image as an impartial publication without special interests beyond the general improvement of advising at the University. Without this foresight and the consistent observance of these policy guidelines, the Adviser would not have achieved the degree of credibility and acceptance it has experienced from its beginning.

Format

The current format of the Adviser resulted from experience, deliberation, and gradual expansion of the number of regular and occasional features appearing in the newsletter. Restricted to items of general interest, the first section (page one and following pages as needed) includes information regarding such things as:

1. Announcements of up-coming All-University Advisers' Conferences and reports on such conferences already held.
2. Workshops and other programs offered for students by the Counseling Center, Supportive Services, the Learning Resources Center, Placement Services, Office of Programs for Handicapper Students, Service Learning Center, and other support units.
3. Tutoring opportunities, testing schedules (LSAT, MCAT, GRE, etc.), and application deadlines for financial aid.
4. Identification of newly appointed advisers across the campus.
5. Dates of university and college Open Houses.

6. Announcements (including calls for program proposals) of and reports on national and regional advising or advising-related conferences such as those of the National Academic Advising Association and the National Association of Academic Affairs Administrators.
(ILLUSTRATIONS III A,B,C,D,E,F,G)

The second section of the newsletter is divided into two parts, the first containing items of "All-University" importance potentially relevant to the work of a broad range of advisers, the second pertaining to individual colleges. The first part presents information such as clarification of the university's general education requirements, the current status of the new Student Information System, alternative teacher education programs, enrollment and registration directions, revised math placement procedures, repeat policy for computer science courses, and revisions of thematic and multidisciplimary programs. (ILLUSTRATIONS IV A,B,C,D,E, and F) The second part—"From the Colleges"—contains information about such things as changed degree requirements and new, revised, and discontinued majors, programs, and concentrations. (ILLUSTRATIONS V A and B) Much of the information in this part of the second section is of limited value to advisers at large but is frequently relevant to the work of UUD Student Academic Affairs advisers who are responsible for advising over three thousand freshmen and sophomores with undeclared majors.

The third section, admittedly somewhat soporific, lists all course changes (numbering, prerequisites, descriptions, additions, and deletions) appearing in the most recent, Academic Council approved Curriculum Committee Report. (ILLUSTRATIONS VI A and B) Usually lengthy and no doubt not widely read, this section of the newsletter has become a matter of some contention among members of the publication committee and other interested parties. Some feel it should be continued because the information is provides is more accurate and current than that of the university catalogue. Others contend that the time and effort expended in preparing this section could be more profitably devoted

to matters more directly relevant to the improvement of advising. Still others would prefer a more selective approach, restricting information to those courses, chiefly at the lower-division level, taken by large numbers of undergraduates. No resolution of this matter has as yet been reached. The fourth section, which may or may not appear from issue to issue, is a catchall for occasional corrections and last-minute items.

The intent of the newsletter's last section, one with a great deal of not fully realized potential, has been, from the first issue to the present, to generate interest in and reader response to matters of concern to advisers across the university. The developemnt of this section was partly the result of a fortuitous event. The first issue contained what seemed an innocuous filler piece from the American College Testing Program entitled "The Advising Interview" (ILLUSTRATION VII), which unexpectedly elicited a rather scathing rejoinder. (ILLUSTRATION VIII). Appearing in the next issue, it represented one kind of engaged, lively, and interesting response the publication committee hoped to elicit and, from that time onward, has attempted, using a variety of approaches, to encourage. ILLUSTRATION IX—"Suggestions Welcome"—gives one example of the formats employed to seek reader involvement. To accommodate advisers' reactions and ideas, a concluding section first entitled "Advisers' Roundtable" and later "In Your Opinion" became a regular feature of the newsletter. In order to provide some structure to this section, specific advisers are occasionally requested to respond to important, pre-selected questions and issues.
(ILLUSTRATIONS X A,B, and C)

CONCLUSION

The success of the Undergraduate Adviser has resulted from several factors. First, the newsletter is sponsored by the Assistant Provost for Undergraduate Education, who is responsible for the improvement of academic advising across the university. Second, it is prepared by a unit which reports to the central administration and which, consequently, has an institution-wide rather than a parochial perspective. Third, the unit responsible for preparing the newsletter has a cadre of dedicated, highly experienced, and broadly knowledgeable advisers. Fourth, the membership of the publication committee has experienced a remarkably high degree of continuity. Fifth, procedures for collecting and checking information and for equitable division of labor for the committee members are regularly reviewed and fine tuned. And sixth, the publication committee has assiduously eschewed allowing the newsletter's becoming a house organ for special interests.

While it would be an exaggeration to say that the development of a successful newsletter has fully met the challenge of increasing adviser knowledgeability, the Undergraduate Adviser has made a substantial contribution to that effort at Michigan State. With over four hundred subscribers, the newsletter, in addition to promoting interest in advising, makes readily available a broad array of timely information potentially useful to all advisers. The newsletter's rationale includes the assumption that effective advisers should know more than the requirements of the departments, schools, and colleges whose students they serve. There are no doubt some advisers who immediately consign their newsletter to the circular file, failing to realize that this information item or that might prove exceptionally relevant in an advising situation. On the other hand, there are many advisers who clip out sections of the newsletter

for future reference. These are the advisers who take their work seriously, those who understand and accept the challenge of productive advising, those who view advising as an immensely important even though, unfortunately, a too often unappreciated and unrewarded activity. They are the ones who realize that there is no substitution for knowledgeability.

ILLUSTRATION IA

GUIDELINES FOR "THE UNDERGRADUATE ADVISER"

Purpose: To publish information of value to MSU undergraduate advisers

Sources: University Curriculum Committee minutes after approval by Academic Council

Persons with policy-making authority in non-academic units

Timing: At least three issues per academic year, to be published before program planning conferences each term

Additional issues or one-page flyers as needed

Content considerations:

Publish information of value to advisers other than those working with the particular "major" it concerns.

Publish notices of events that will take place before the following term's "Adviser" (except for those that require long-range planning) and curricular changes that will become effective the following term.

Avoid serving as an advertisement for particular colleges, departments or service units.

General format:

First page: Meetings, workshops, testing schedules, application deadlines and items of general interest not specific to a particular college or major

Body: Beginning with "All University," "General Education" and/or "Interdisciplinary," descriptions of major curricular changes under college titles in alphabetical order

Third: Course changes, new courses and dropped courses, listed alphabetically by department, effective the same or following term. If appropriate, an article describing new courses of possible interest to non-majors.

Fourth: Corrections, announcements, items of interest too specialized for the front page

Last: Advising development and/or letters to the editor

Style principles:

Reduced type size, two-column arrangement on page, with wide margins to allow notes

Underline department names, names of thematic programs, titles of majors and minors the first time they are used in articles, titles of publications and words or phrases requiring particular emphasis

Capitalize term names but omit the word "term" (example: Fall 1983)

Use colons instead of quotation marks to separate course numbers and titles (example: HST 101: The African Experience)

Responsibilities of editorial committee members:

Summarize information in reports of the University's Curriculum Committee that pertains to the undergraduate level.

Obtain new curriculum sheets from departments with changes in major requirements and distribute to UUD advisers.

If changes will not become effective until after the term following publication of the next newsletter, ensure that such information is published in an appropriate later newsletter.

On a regular basis, obtain information from persons with policy-making authority in non-academic units and summarize.

Prepare timely feature articles that are pertinent to undergraduate academic advising.

Obtain information and prepare articles that contribute to advisers' professional development.

ILLUSTRATION IIA

Item Collection Form
THE UNDERGRADUATE ADVISOR

Date October 4, 1985

Source: Department School of Health Education etc.

Individual William Hinds

Title Director Phone 5-1824

Information:

COLLEGE OF EDUCATION

A new school has been formed in the College of Education which is titled School of Health Education, Counseling Psychology and Human Performance. William C. Hinds has been named Director. All of the former programs in Health and Physical Education along with two programs, Counseling Psychology and Rehabilitation Counseling (both graduate programs) constitute the offerings in the new school.

Advisers might note especially that Drop and Add cards requiring the chairperson's signatures for HPE courses should be referred to Room 304 Jenison Fieldhouse where Professor H. Olson's signature can be obtained.

Reported by Ruth Kilbourne Office Wonders

Date Oct. 4 Phone 3-1660

ILLUSTRATION IIB

Item collection form
THE UNDERGRADUATE ADVISER

Source: Department Curriculum Committee Reports

Individual _____ Date 5/21/85

Title _____ Phone _____

Information: ENGINEERING

Requirements for the Computer Science Secondary Teaching Minor will include CPS 115, 251, 252, 301, 311, 312 and 321; and MTH 112, 113 and 214, beginning Winter 1986. In addition, nine credits must be selected from CPS 305, 306, 313, 322, 414, 416, 417 or 423.

There is the possibility of restricted enrollments in certain required CPS courses. Coding as a CPS teaching minor to receive priority enrollments requires approval of the Department of Computer Science.

Note also that CPS 115 will be open to students with credit in CPS 120 or 251 or LBS 124 Winter 1986 and thereafter.

Reported by M. Austin Office Brody

Date 6/5/85 Phone 3-7973

UNDERGRADUATE

MICHIGAN STATE UNIVERSITY EAST LANSING, MICHIGAN

ILLUSTRATION IIIA

ADVISER

April, 1985 Spring Term

NACADA NATIONAL CONFERENCE OCT. 13—16

The theme for the Tenth National NACADA Conference will be "Academic Advisors: Responding to a Call for Excellence in Higher Education." Featured speakers will include Dr. Harold L. Hodgkinson and Dr. Lorraine Hansen. Hodgkinson is a senior fellow with the Institute for Educational Leadership in Washington, D.C. He was a member of the group that produced the study on conditions of excellence in higher education. Hansen is a professor of counseling and student personnel psychology at the University of Minnesota in Minneapolis. She is the creator and director of "Born Free," a program to expand career development for both men and women.

Rick Seeger is serving this year as organizer of the Pre-Conference Workshops. Potential presentors of such workshops are encouraged to contact him directly. If there is a workshop topic you would like to see in the program and a presentor you would like to nominate, make that known to him also. You can reach him at Pacific Lutheran University, Tacoma, WA 98447 (Ph. [206] 535-7518).

The dates for the Kansas City Conference are October 13-16, Sunday thru Wednesday, 1985.

ACAFAD CONFERENCE ANNOUNCED

October 2-4, 1985, are the dates announced for the Williams Midwest Regional ACAFAD Conference by Stephen Wilbers, chair-elect of the conference. It will be held at Indiana State University in Terre Haute.

How can we best achieve excellence by working together? What are the barriers to both inter and intra institutional planning and cooperation? How can we overcome them? These questions will be addressed in the theme, "Collaboration: Daring to Excel."

Program proposals must be in by April 19, 1985. Address queries and submit proposals to Jan Kilby, Assistant Dean for Student Affairs, College of Education, University of Minnesota, 1425 University Avenue S.E., Minneapolis, MN 55415 (Phone: [612] 373-2245).

ILLUSTRATION IIIB

UNDERGRADUATE

ADVISER

January 27, 1983 Volume 2, Number 2

DAVID CROCKETT AT MSU FOR ADVISERS' WORKSHOP

Under the sponsorship of the Office of the Assistant Provost for Undergraduate Education and the Undergraduate Assistant Deans' Committee, David S. Crockett, Vice-President of the American College Testing Program and a national authority on academic advising, visited campus on January 18 and 19 to address the Undergraduate Assistant Deans' Committee, undergraduate academic advisers, and the Council of Deans. Mr. Crockett explained to the assistant deans the basic elements necessary for the implementation of a successful advising program. For the undergraduate advisers, he conducted a two-hour workshop focusing on an academic advising model based on a series of logical and sequential steps designed to facilitate student growth and development. In his address to the Council of Deans, he presented material related to the linkage between improved academic advising and student retention.

Based on a study of the audits the assistant deans had prepared and sent to him in December, Mr. Crockett concluded that the University had an excellent advising structure with the right elements already in place. His research clearly indicates that a combination of advising delivery systems--centralized, decentralized, faculty, and paraprofessionals--along with special assistance for No-Preference students is the preferred model for an institution as large and diverse as Michigan State. He felt strongly that mandatory adviser-advisee contact, greater intrusiveness of advisers with respect to the academic welfare of their advisees, more frequent adviser-advisee interactions, and more sophisticated knowledge of the decision-making process on the part of both advisers and students would contribute substantially to an already sound advising program. "It follows," he said, "that where effective advising is recognized and rewarded, where it is viewed as central rather than peripheral to the educational mission of an institution, the quality of advising will inevitably be enhanced."

GEARING UP FOR SECOND OPEN HOUSE

The second annual All-University Open House is scheduled for the week of April 12-16. It is expected that the overall success of last year's Open House will be repeated this year with a similar generation of campus-wide enthusiasm in showing off the instruction, services, and other splendid features of the University which so impressed visitors last year.

One immediately apparent change in this year's Open House will be one central location, instead of two as there were last year, where displays by campus departments and academic support units and the welcome presentations will be held under one roof. The MSU Student Union was selected as the central site by the Open-House planning committee after features of other campus locations including the University Auditorium, Jenison Fieldhouse, and the Intramural West building were studied. Prominent among the features which weighed heavily in the committee's deliberations were proximity to the central campus, handicapper accessibility, and adequate space for displays and presentations. Munn Ice Arena, the site for displays last year, was not selected because the low temperatures there received an unfavorable response from visitors and staff alike.

The committee, composed of University faculty, staff, administrators and students, will continue to meet throughout Winter Term to implement the numerous Open-House tasks.

In general, a format similar to the one used last year will be followed. Ideas and suggestions for the 1983 Open House should be sent to Keith Williams, Open-House Planning Committee, Room 250 Administration Building.

CAREER FORUM PLANNED

The Michigan State University Alumni Association will be sponsoring a 1983 Career Forum during the week of February 21-25. Successful alumni in a variety of fields will be making group presentations and holding individual conferences with interested students. Advisers are invited to get some first-hand information from individuals who operate outside the University environment.

BEST COPY AVAILABLE

LAZARUS SPEAKS TO ADVISERS

Dr. Francis Lazarus, dean of the College of Arts and Sciences, University of Dayton, spoke on "The Humane Adviser: In Search of Excellence" at the February 26 All-University Undergraduate Advisers' Meeting. The main portion of his talk was devoted to the eight points he feels are beneficial in achieving academic advising excellence. These points are:

1. Have a desire for action; advisers should use intrusive advising. Contact your students by phone or letter.
2. Stay close to your "customers"; know your students.
3. Allow, as administrators, many styles among your advisers. (I personally feel it is important to encourage advisers to learn from one another.)
4. Make sure, as administrators, that advisers feel their work is real; everything is worthy of their time. Faculty and advisers should recognize the importance of their interaction with students. They should encourage students to understand the commitment to their education; they should make sure students understand education as an ongoing process.

Treat students like what they can become; help students move forward. Advising is teaching.

5. Have experience, as administrators, in academic advising and continue to do some advising in your administrative role. All advisers should know their institution's mission.
6. Get involved with a student's real life; education is more than academics. But, let the students make the final decision. Teach them decision making skills.
7. Make the way clear for students but help them know life is complex; let them know that sometimes following a path is not easy.
8. Be fanatical about the value of education. Advisers teach life; they integrate the intellectual, emotional, and social development of the student. Encourage students to run their lives. Be willing to let them make their own decisions.

Dr. Lazarus concluded his talk by discussing what he believes are the roots of humane advising:

1. Advisers must be knowledgeable. They need to know when to push and when to pull back. Advisers must have an excellent knowledge of resources. Advisers are teachers!
2. Students deserve the best advisers can give, even if a student is the 42nd person an adviser has worked with in a particular day.
3. Advisers should teach students standards; they should be examples for students.
4. Advisers should have confidence that each one of their students can achieve at some level and should help students achieve that level. Advisers should not discriminate against the students with lower abilities.
5. Advisers should be willing to listen to their students and be open to new ideas. Don't be defensive with students.
6. Advisers should teach problem solving; they should help students seek solutions to problems.

The stimulating talk provided those attending with some excellent criteria to use in evaluating their work as advisers and our institution's advising system. I came away with several new ideas.

Sandra Connor
Assistant to the Director
Lyman Briggs School

ENGLISH LANGUAGE CENTER

English Language Center (ELC) students receive Reports of Standings that may be confusing to advisers who notice that grades for the no-credit ELC courses are often recorded as "N" grades on the reports. This does not mean that the students withdrew from

UNDERGRADUATE

MICHIGAN STATE UNIVERSITY EAST LANSING, MICHIGAN

ILLUSTRATION IIID

ADVISER

October 31, 1984 Fall Term

NATIONAL NACADA CONFERENCE

Over eight hundred persons from forty-four states, the District of Columbia, and Canada registered for the eighth annual conference of the National Academic Advising Association which was held in Philadelphia October 14-17 and which had as its theme "Academic Advising as a Form of Teaching." Lonnie Elland, assistant director of UUD, was an invited panelist in a session on "Academic Alternatives: A National Survey." Dr. Virginia Gordon, director of advising at the Ohio State University, had conducted an extensive survey to determine the magnitude of the problem resulting from impacted and restricted majors and to identify model programs which help students find alternate majors. She invited representatives of four institutions with successful models to discuss their programs at the NACADA conference. She mentioned privately that the UUD model was the best, "bar none," that she had encountered in her research.

Tom Kishler, associate director of UUD, participated in an idea exchange session with a presentation on "Developing and Sustaining an All-University Advisers' In-Service Training Program: The Michigan State Approach." At an awards ceremony jointly sponsored for the first time by ACT and NACADA, he accepted, on behalf of UUD and the University, a certificate of merit plaque recognizing the innovative and exemplary practices of UUD in the improvement of its academic advising services. Other University staff members attending the conference were Jeanne Anderson, College of Veterinary Medicine, and Marion Soria, College of Human Ecology.

LRC UPDATES COMPUTER-ASSISTED INSTRUCTION PROGRAMS

The Learning Resources Center (LRC) is in the process of updating microcomputer assisted instructional capability for student use. Three IBM PC Jr.'s are being added along with software programs for students to use in improving their basic skills. The LRC Writing Program has also been adapted for use in the open computer labs that are becoming available around campus (two new labs in Bessey Hall this fall). Contact Elaine Cherney at 5-2363 for further information about these new developments.

ILLUSTRATION IIIE

UNDERGRADUATE

ADVISER

April 22, 1983 Volume 2, Number 3

WORKSHOP & CONFERENCES PLANNED

ALL UNDERGRADUATE ADVISERS ARE INVITED TO PARTICIPATE IN A SPRING TERM WORKSHOP SCHEDULED FOR 3-5 P.M., THURSDAY, APRIL 28, 1983, IN ROOM 114 BESSEY HALL.

THIS WORKSHOP WILL LOOK AHEAD TO SUMMER AND FALL TERMS. REPORTS WILL BE HEARD FROM A VARIETY OF ALL-UNIVERSITY OFFICES AND PROGRAMS THAT AFFECT UNDERGRADUATE STUDENTS.

MICHIGAN STATE WILL HOST THE 17TH ANNUAL MIDWEST REGIONAL CONFERENCE OF ACADEMIC AFFAIRS ADMINISTRATORS (ACAFAD) ON OCTOBER 13-14, 1983, AT KELLOGG CENTER. FOR FURTHER INFORMATION, CALL CHARLES SCARBOROUGH 3-6480.

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"BEYOND CHANGE - THE MULTIFACETED ROLE OF THE ACADEMIC ADVISOR" IS THE THEME OF THE 7TH NATIONAL CONFERENCE ON ACADEMIC ADVISING. CONFERENCE DATES ARE OCTOBER 23-26, 1983, AND THE LOCATION IS ST. LOUIS, MISSOURI.

REVISED CREDIT EVALUATION FORM

The MSU Credit Evaluation form has been changed with respect to the reporting of transfer courses and credits that are applicable toward meeting the University's General Education requirements.

The bottom portion of the form, as reproduced below, will list courses and/or credits that meet requirements in each of the four General Education areas. The form will NOT indicate requirements that still need to be satisfied as in the past. These decisions will be made by the student's adviser and assistant dean in accordance with the new General Education requirements.

☐ General Education requirements completed by MACRAO Agreement ☐ No credit applicable to General Education requirements.

Courses and credit applicable toward Written and Oral General Education requirement

Courses and credit applicable toward Social and Behavioral Science General Education requirement

Courses and credit applicable toward Biological, Physical and Mathematical Science General Education requirement

Courses and credit applicable toward Arts and Humanities General Education requirement

COUNSELING CENTER CRISIS INTERVENTION SCHEDULE

Spring-term crisis intervention service is available at only one office during a given time period. If you assess a student's concerns as a crisis requiring immediate attention, please alert the crisis counselor at the appropriate branch shown in the following schedule.

Olin: 355-2310 Stu. Services: 355-8270

	8 a.m. - Noon	1-5 p.m.
Monday	Olin	Student Services
Tuesday	Olin	Student Services
Wednesday	Student Services	Student Services
Thursday	Olin	Student Services
Friday	Olin	Student Services

FINANCIAL AID APPLICATION DEADLINES

The following dates for application for financial aid have been announced. If a student is applying for aid for summer term, he/she must complete a special application available upon request from the Office of Financial Aids.

Winter, 1984 - October 14, 1983

Spring, 1984 - January 3, 1984

Summer, 1984 - March 1, 1984

Readmitted students' applications will be considered "on time" if they apply for aid within one month of their readmission date. A copy of the readmission form is necessary to provide proof of that date.

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ILLUSTRATION IIIF

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COUNSELING CENTER UPDATE

-The Counseling Center is again offering emergency/crisis coverage Monday through Friday, 8-12 and 1-5. The coverage will be split between Olin Health Center and the Student Services branch.

Monday and Tuesday, 334 Olin, 5-2310. Wed., Thurs., and Friday, 207 Student Services Building, 5-8270.

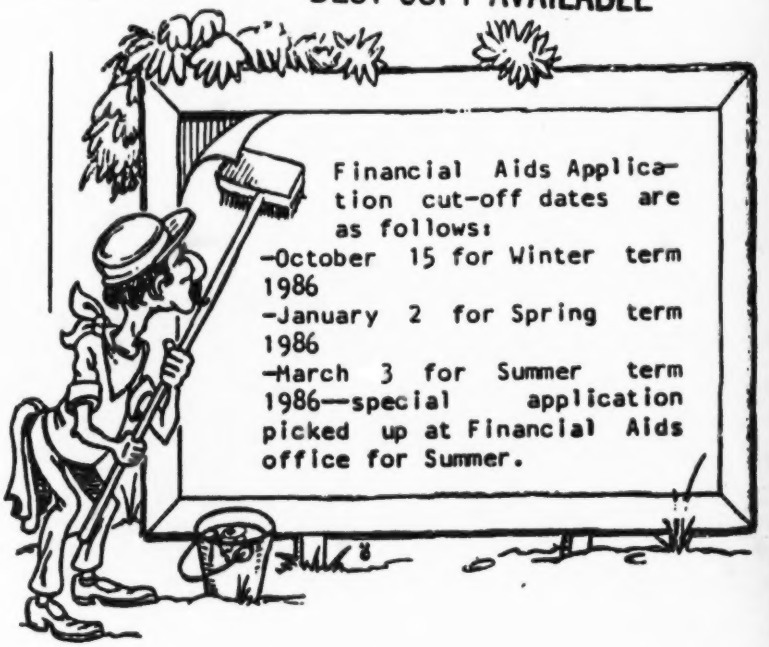
-Career Development walk-in services beginning October 22 for three half days each week until Thanksgiving week will be offered on the schedule shown below.

Mondays, 1:30-3:30, 224 Brody (MECCA), Oct. 24-Nov 18
The following will be in 207 Student Services:
Tuesdays, 8:30-11:30, Oct. 22-Nov. 19
Wednesdays, 1:30-4:30, Oct. 23-Nov.20
Thursdays, 1:00-4:00, Oct. 24-Nov. 21

COMPUTERIZED CAREER-GUIDANCE SYSTEMS

Below is a list of computerized career-planning systems for the 1985-86 school year.

-Counseling Center 207 Student Services Building (Discover II, SIGI+, MOIS)
M-F, 8-12 and 1-5. Note: Call 5-8270 to schedule.
-Placement Services 113 Student Services Building (SIGI+) M-F, 8-12 and 1-5. Note: The computers are located in the Career Information Center, Room 6 Student Services Building. Phone 3-6474 to schedule.
-Service Learning Center 25 Student Services Building (Micro-Skills) M-F, 8-12 & 1-5. To schedule, call 3-4400 and ask for the transportation desk.
-Learning Resources Center 204 Bessey Hall (Discover II, SIGI+) M-Th, 8 a.m.-9 p.m.; F, 8-5. Call 3-9089 to schedule an appointment.
-109 Brody Hall (SIGI+) M-F 8-5. Phone 3-3863 to schedule.



Financial Aids Application cut-off dates are as follows:
-October 15 for Winter term 1986
-January 2 for Spring term 1986
-March 3 for Summer term 1986--special application picked up at Financial Aids office for Summer.

TESTING SCHEDULE

The Counseling Center Testing office, 207 Student Services (5-8385), has registration and information brochures for the following graduate and professional examinations: GRE, LSAT, GMAT, MCAT, MAT, DAT, VAT, OCAT, PCAT, AHPAT, and NTE. Also, the office can usually provide information about how or where to register for most other exams which might be of interest to students.

Test Dates for 1985-86

Test	Date	Application Deadline
GRE	Dec. 14	Nov. 8
	Feb. 1	Dec. 26
	April 12	March 7
	June 7	May 2
GMAT	Jan. 25	Dec. 23
	March 13	Feb. 10
	June 21	May 19
LSAT	Dec. 7	Nov. 7
	Feb. 15	Jan. 16

Students may take the foreign language placement tests any weekday at 10:00 a.m. or 3:00 p.m. No appointment is necessary, and results are immediate. This is for the students who have never taken the test.

UNDERGRADUATE

MICHIGAN STATE UNIVERSITY EAST LANSING, MICHIGAN

ILLUSTRATION IIIG

ADVISER

January 25, 1984 Volume 3, Number 4

ALL—UNIVERSITY ADVISERS' WORKSHOP

FEBRUARY 28, 1984 3—5 p.m.

114 BESSEY HALL

TOPIC: "Quality and Quantity Issues in Academic Advising of Minority Students"

SPEAKER: SILAS PURNELL

When he recently acted as a major presenter at the National NACADA meeting in St. Louis, Mr. Purnell's remarks were very enthusiastically received. We are indeed fortunate to have a speaker of his stature to meet with us.

After being educated in Chicago and entering into a corporate business career, Mr. Purnell turned his attention to education and has had a long career working on behalf of student scholarships in the Chicago area.

He is a member of the National Association of College Admissions Counselors where he has served as chairman of the Human Relations Committee. He is a board member of the Organization for Expanding Educational Opportunities and a member of the selection committee of the Pullman Foundation.

In addition, Mr. Purnell is active in the American Personnel and Guidance Association, where he serves as a member of the Non-White Concerns Division, and the Midwest Association of Student Financial Aid Administrators.

Mr. Purnell's service to students has taken a varied path but remains focused on issues of financial assistance, equal opportunity and fair admissions criteria, perhaps best exemplified by service as a member of the Bylaws Revision Committee of the College Entrance Examination Board.

An invitation will be extended to off-campus area counselors to participate in this workshop.

POLICY COMMITTEE FOR UNDERGRADUATE-ADVISER COMMUNICATIONS APPOINTED

Dr. James Hamilton, Assistant Provost for Undergraduate Education, recently appointed a Policy Committee for Undergraduate Communications. This committee will be primarily concerned with the two principal communications programs designed to provide a systematic and continuous information exchange among University undergraduate advisers: the format and general content of the Undergraduate Adviser and the scheduled meetings of the University's undergraduate advisers.

Members of this newly appointed committee are Mary Donoghue, representing departmental professional advisers; Jean Draper, representing the Adviser editorial committee; Renee Firestone, from the Sub-Committee on Advising of the Assistant Deans' Committee; Florence Harris, representing minority advisers; David Kragt, who will represent the college advisement centers; Jean Nicholas, representing faculty advisers; and Scott Vaughn, representing the Honors College advisers. The Committee will be chaired by the Director of the Undergraduate University Division, Willard G. Warrington.

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ILLUSTRATION IVA

REVISED CATALOG STATEMENT ON ACADEMIC ADVISING

On November 29, 1983, the Undergraduate Assistant Deans' Committee approved a motion recommending to the Assistant Provost for Undergraduate Education that the following statement be included in the 1984-85 MSU Catalog in place of the present statement in the 1983-84 Catalog.

It is the student's responsibility to know University, college and department requirements as stated in the catalog and in college and department printed materials, and to utilize the advising system provided by his or her college and department. Each college will supply information about its academic advising program.

The advising programs in the several colleges vary in specific details. Each student is assigned an adviser or an advising center for academic advice and educational and career planning within the area of his or her field of study. A No-Preference student is advised in a Student Affairs Office of the Undergraduate University Division.

Academic advising in all colleges is a continuing process in which a student and adviser discuss possible options, first, in the student's total educational program; second, in specific fields of study; and third, in potential careers, in order that the student may make more intelligent choices. Academic advising also includes use of the MSU catalog and printed guidance materials provided by the student's college and department and referral to other University resources for academic, vocational, and personal assistance as needed.

WATCH FOR IS 1941 CREDITS ! ! !

Credits earned in Quantitative Techniques, IS 1941, after Fall 1979 DO NOT count for graduation. Many students and some advisers seem to have forgotten this regulation and, consequently, some students with 180 credits are not being allowed to graduate.

MECCA: MULTI-ETHNIC COUNSELING CENTER ALLIANCE

A component of the MSU Counseling Center, MECCA is an alliance of mental health professionals from the Counseling Center dedicated to serving the needs of Blacks, Hispanics, Native Americans, Asian Americans and other students who are experiencing difficulties with concerns related to functioning in the MSU environment. Their services are free of charge and available to all minority students campus-wide. This branch office is also responsible for the counseling and programming needs of all residents of the Brody complex.

Services offered include individual and group personal-social counseling/therapy, individual and group career counseling and interest testing, motivational groups, marital-concerns counseling, crisis intervention, workshops for students and staff concerning interpersonal and survival issues, lifestyle-awareness workshops and consultation to students, staff and faculty. Peer counselors are available to work with undergraduates who desire such assistance. In addition, psychology interns and practicum students are available for service to students.

The MECCA office is located in Room 224 Brody, (3-5350). Staff can also be reached at Olin, (3-4510) during campus office hours.

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ILLUSTRATION IVB

CPS REPEAT POLICY

CPS 115, 120, 124, 251, while all introductory-level courses, have different content and one does not count as a Repeat of any other one. However, because 1) much of the material of CPS 115 is included in each of the other courses, 2) the language utilized in CPS 115 is generally simpler to learn than those used in any of the other courses and 3) a mathematics prerequisite is required for each of the other three courses, CPS 115 is to be taken first if credit is desired for a combination of two of these courses including CPS 115.

THEREFORE:

1. If a student had credit (1.0) or higher) in 120, 124 or 251, he/she will NOT receive credit in 115.

2. If a student receives a 0.0 in 120, 124 or 251, he/she may take and receive credit in 115. However, this will NOT count as a repeat of the 0.0 in the previous course.

3. If a student receives a 0.0 in CPS 115, he/she may take and receive credit in CPS 120, 124 or 251. These latter courses, however, do NOT count as repeats of 115.

This policy statement is issued to clarify the course description's indication that 115 is not open to students with credit in CPS 120, LBS 124, or CPS 251.

This will be effective Winter Term 1985 according to John J. Forsyth, associate professor and acting chairperson.

GENERAL EDUCATION

Additions for the Groupings in General Education Courses are as follows:

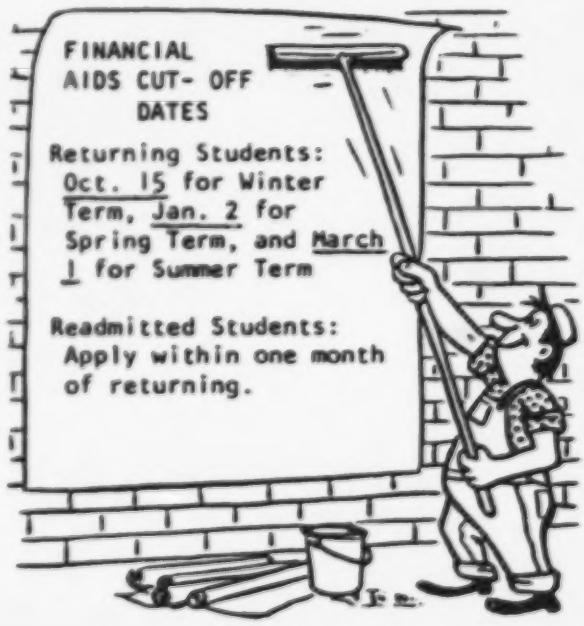
In the ARTS and HUMANITIES, effective Fall 1984,

HST 103 The East Asian Experience in the Modern World, Spring (4 cr) is to be added to Option B-2 (Emphasis in History)

LIN 280 Introduction to the Sociolinguistics (4 cr) is to be added to Option B-3 (emphasis in Language and Literature)

MUS 211, MUS 212, and MUS 213 Introduction to Music Literature (4 cr) I, II & III are to be added as a series/sequence to Option A and Option B-1 (Emphasis in Fine arts).

In the BIOLOGICAL, PHYSICAL & MATHEMATICAL SCIENCES, effective SS 84, GLG 200 Geology of Human Environment (3 cr) is to be added to Emphasis 2-B (Issues in Environmental Science).



NOTES ON GENERAL EDUCATION

ILLUSTRATION IVC

1. There remains some confusion about whether or not certain combinations of Humanities sequences satisfy the Arts and Humanities component of the General Education requirements. This confusion results, no doubt, from either overlooking or misunderstanding the second sentence explaining how Option A may be satisfied. The sentence reads, "Additional series/sequences of courses are available to students who elect to complete three courses in the Department of Humanities; each such series/sequence is comprised of three courses, one of which ends in number 1, one of which ends in number 2, and one of which ends in number 3."

The meaning of this sentence, as explained by Dr. Conrad Donakowski, assistant dean of Arts and Letters, at the All-University Advisers' Meeting in April 1982, is that students may combine Humanities sequences so long as the course numbers end in 1, 2, and 3. In addition to taking all courses in the same sequence (HUM 201-202-203, for example), students may elect to take combinations such as HUM 201-222-203, HUM 211-202-213, and so on. Contributing to the confusion about this matter is the fact that the computer is not programmed to identify these approved combinations of sequences and to indicate that they do indeed fulfill the requirement. Certain combinations also satisfy Option B. For example, HUM 221(B-1), HUM 202 (B-2), and HUM 213 (B-3).

It should be emphasized that credit, general education or elective, cannot be earned in more than one Humanities course ending in the same number. It follows that any Humanities course will repeat any other Humanities course ending in the same number. For example, HUM 201 repeats HUM 221, Hum 213 repeats HUM 203, etc.

2. There has also been some confusion about how AP waivers relate to general education requirements. There is only one instance where a waiver applies to these requirements; namely, a score of 2 on the AP English exam results in an automatic waiver of first-term ATL. Other waivers are not applicable. For example, a score of 3 on the AP Biology exam waives BS 210-211-212 but does not waive all or part of the Biological, Physical, and Mathematical Sciences component of the General Education requirements. The UUD Associate Director has made an informal recommendation to the College of Natural Science that consideration be given to allowing a waiver of one General Education course in the Biological, Physical, and Mathematical Sciences area for a score of 3 on the AP Biology exam, but no action has been taken as of this date.

3. Caution should be exercised in advising students who have completed their requirements in the Arts and Humanities, the Biological, Physical and Mathematical Sciences, and the Social and Behavioral Sciences but who do not have a total of thirty-six credits in these three areas. The policy simply states that such students "must select an additional course approved for General Education from any of the three areas." In rare instances, two courses might be required to meet the thirty-six credit requirements. It is possible, for example, for a student to satisfy General Education requirements with nine credits in Arts and Humanities, ten in the Biological, Physical, and Mathematical Sciences, and twelve in the Social and Behavioral Sciences—a total of thirty-one credits resulting in a deficit of five credits, and there are no five-credit General Education courses.

ILLUSTRATION IVD

More important, depending upon which courses they've taken, some students may not take certain courses to make up a deficit in the thirty-six credits required. For example, a student may not take another Humanities course ending in a 1 if he/she already earned credit in a Humanities course ending in a 1 (unless, of course, it is being used as a repeat). Also, credit may not be earned in more than one of the following groups of courses: HUM 261 and MUS 211, HUM 262 and MUS 212, and HUM 263 and MUS 213.

In the Biological, Physical and Mathematical Sciences area, a student may earn credit in no more than one of the following courses: AST 119, AST 217, NS 135, and NS 155. Further, only one course from among NS 122, NS 125, and NS 162 may be counted toward General Education, though elective credit may be earned in more than one. So, while the policy statement is accurate, it does not indicate that there may be certain restrictions on courses which may be taken to make up a deficit in the thirty-six credit requirement.

Thomas Kishler

FROM THE COLLEGES

Changes listed for the various colleges are to be made in the 1985-86 Academic Programs volume of the University catalog.

Agriculture and Natural Resources

Change the requirements for the Agricultural Engineering Technology major in the Dept. of Agricultural Engineering as follows:
a. Delete AET 324 (4 cr.)
b. Add AET 329 (4 cr.)

Change requirements for the Animal Science major in the Dept. of Animal Science as follows: Under 2, add FSM 200 to the list of four courses from which the student must complete two.

These changes will be effective Winter 1986 for students who are admitted as juniors to the majors.

Arts and Letters

Change the requirements for the undergraduate Historic Preservation Specialization that is available as an elective for students who are majoring in History of Art in the Dept. of Art as follows: Add STA 200 as an alternative to STA 301 in the list of requirements.

This change will be effective Winter 1986 for all History of Art majors who elect the Historic Preservation Specialization and who have not completed STA 300 as of Winter, 1986.

Human Ecology

Change the requirements for the Foods and Nutrition major in the Dept. of Food Science and Human Nutrition as follows:
a. In the list of requirements for the major, Item 1. Supporting Disciplines, add Computer Science 115 as an alternative to Computer Science 130.

ILLUSTRATION IVE

EXPANDED MATH PLACEMENT MESSAGES

The math placement messages have been revised and expanded. The new rules described in the revised messages took effect in Spring 1984. A comparison of the old and new messages illustrates the changes:

OLD MESSAGE:

MATHEMATICS

0-07 Math 0813/1033
8-13 Math 0823/1043
14-17 Math 108
18-23 Math 108, 111
24-30 Math 111, 112—See math consultant.

NEW MESSAGE:

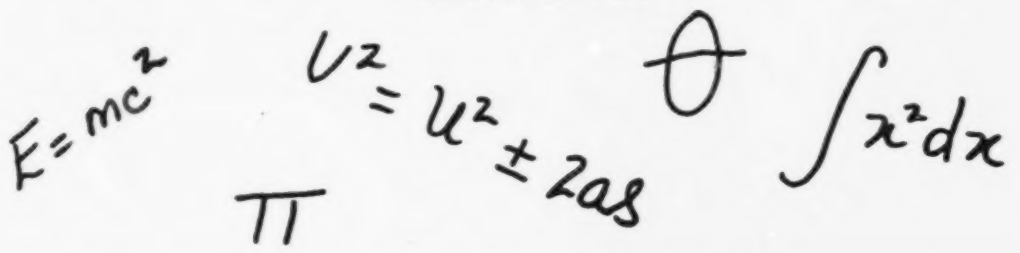
MATH

MSU Mth	Act/Sat	
24+	32+ & 700+	You are eligible to take Math 112. Higher placement or enrollment in honors calculus may be possible. See math consultant.
24+	0-31 & 0-699	You are eligible to take Math 112. Higher placement may be possible. See the math consultant.
18-23		You are eligible to take Math 111 if you have had trigonometry. If you have not had trigonometry, you are eligible to take Math 108.
14-17		You are eligible to take Math 108.
8-13		If you plan to enroll in a mathematics course, you must pass the mathematics retest or enroll in Math 0823/1033.
0-7		If you plan to enroll in a mathematics course, you must pass the mathematics retest or enroll in Math 0813/1033.

The Math 108, Math 111 message now makes a distinction between those students who have had trig and may take Math 111 and those students who have not had trig and therefore must take Math 108. This distinction is useful because it is essentially the same distinction that the undergraduate math consultant makes.

The Math 112 message was expanded to include two categories of calculus placement. Both categories now depend on the MSU math test as well as the SAT and the ACT for placement. For regular (non-honors) calculus students, the message is essentially the same, although Math 111 has been excluded from the new version. The new category which designates placement in honors calculus is intended to draw the attention of two kinds of students: 1) Students who have high math SAT and ACT scores but who are not in Honors College—these students might have high math scores but lack high verbal scores and high secondary school grades. 2) Students who were not achievers in secondary school but who had high SAT and ACT scores. Since not every student in Honors College has honors math scores (1300 overall is the cut-off for the SAT), it is hoped that

ILLUSTRATION IVF



there are additional highly talented students that the message will attract. No data is available at the present time on the success of such recruitment.

Despite the increased precision of the new guidelines, the situation of students with borderline scores remains a concern. Some have questioned the placement of students with a score of 14 in Math 108, or students with an 18 in Math 111, or those with an 8 in Math 082-104. Any student whose score falls on the borderline in any of the math categories should be made aware of the implications of such a score. These students should understand that the deadlines for dropping back into a lower math course are especially important for them to remember. Because easier material usually appears at the beginning of the courses, students can be misled about the difficulty of a particular course. (Example: The first chapter of the Math 081-103 textbook is a review of arithmetic, but the second chapter on polymonials moves to a much higher level of difficulty.) Likewise, students who just miss a higher placement category may also be misled by the comparatively low level of difficulty at the beginning of courses. For further information, contact Susan Schuur, 308 Wells Hall, 3-4659.

HANDICAPPERS MAY REGISTER BY MAIL

Handicappers now have the option of registering by mail if they are first "registered" with the Office of Programs for Handicapper Students. They must early enroll, either by the usual process or by calling in their course requests by sequence number and credits to the Registration office (5-7600).

Before the deadline posted in the schedule book under "Enrollment and Registration Procedure for Handicapper Students," the student telephones the Registration office again and asks a clerk to check his/her schedule. If changes are required, the Registrar's office will request add and drop cards from the department offices. When the schedule is complete, the telephone clerk will instruct the student in sending in the required items to register by mail. Finally, the fee receipt, ID, and a copy of the schedule are mailed to the student.

Several campus buildings have recently had improvements which permit handicapper access. All floors in the museum are now accessible to wheelchair users; Linton Hall has had a grade-level approach installed; an interior ramp in Agricultural Engineering is being brought up to code; and the Union has new elevators.

ILLUSTRATION VA

Dr. Matthew Epstein, director of the UUD office on East Campus, returned to full-time teaching in the Department of Social Science this fall. A veteran student affairs administrator for nineteen years, he and his experience and dedicated service will be sorely missed.

Dr. Etta Abrahams, formerly director of the Brody office, has been transferred to the central office in Bessey Hall, where she serves as the assistant director of the Undergraduate University Division. One of her many responsibilities will be overseeing the operation of the three Student Academic Affairs offices in the residence halls, which are now supervised by specialist coordinators—Mary Austin (Brody), Ruth Kilbourne (Wonders), and Barbara Scallin (Akers).

Doris Neumann, who has just begun her twentieth year in Student Academic Affairs, will retire at the end of this term. Doris has served with dedication and distinction through her many years in the unit. She has made a special contribution by serving ably on the Undergraduate Adviser committee, of which she is a charter member.

OSCAR: ON-LINE STUDENT RECORDS

All MSU courses taken, changes in major, waivers, and credits accepted in transfer beginning with Fall term 1983 are recorded in OSCAR (on-line student cumulative academic records). At present, complete academic records are being maintained in OSCAR for 25,480 students who matriculated at MSU fall 1983 and after, and partial academic records on 38,566 students who matriculated at MSU prior to Fall 1983.

By the time the Student Information System (SIS) is operational, nearly 100% of the currently-enrolled students will have complete academic records stored in OSCAR.

In the meantime, it is understood that the Office of Planning and Budgets is working toward using OSCAR data to improve General Education Monitoring reports for use within academic units.

FROM THE COLLEGES

Education

-A new school has been formed in the College of Education which is entitled School of Health Education, Counseling Psychology and Human Performance. William C. Hinds has been named director. All of the former programs in Health and Physical Education along with two programs, Counseling Psychology and Rehabilitation Counseling (both graduate programs) constitute the offerings in the new school.

-Advisers might note especially that Drop and Add cards requiring the chairperson's signatures for HPE courses should be referred to Room 304 Jenison Fieldhouse where Prof. H. Olson's signature can be obtained.

-Requirements for the Computer Science Secondary Teaching Minor will include CPS 115, 251, 252, 301, 311, 312 and 321; and MTH 112, 113, and 214, beginning Winter 1986. In addition, nine credits must be selected from CPS 305, 306, 313, 322, 414, 416, 417 or 423.

There is the possibility of restricted enrollments in certain required CPS courses. Coding as a CPS teaching minor to receive priority enrollments requires approval of the Department of Computer Science. (See also, Course Changes.)

-See information on Page 3 regarding Social Science Secondary Teaching Minor.

ILLUSTRATION VB

Engineering

-The office of Engineering Student Affairs has moved to G60 Wilson Hall (5-6616 or 5-5120) and the Engineering Minority Student Education office is now G54 Wilson Hall (5-5156).
-The Civil and Sanitary Engineering curriculum has been changed to Civil and Environmental Engineering. This program is now administered by the Civil and Environmental Engineering Department. (Page 231, 1985-86 Academic Programs). Academic records should reflect this change.

Natural Science

-On page 286, Column 1, 1985-86 Academic Programs, in the Department of Geological Science's list of requirements, change item 8 to the following: Geology 344A, 344B, 344C; or a summer field course approved in writing by the department chairperson prior to enrolling in the course. This will be effective Winter 1986 and thereafter for students admitted as juniors.

-In the list of requirements for the Bachelor of Science and Bachelor of Arts degrees (Page 296, Column 1, of the 1985-86 Academic Programs, change item 3. b. 1) to the following: Twelve additional credits in Statistics and Probability from a list of courses available from the department. This is effective Fall 1985 for students who are admitted as juniors to the Statistics major leading to the Bachelor of Science or Bachelor of Arts degree, as well as for currently enrolled and readmitted students.

-The Department of Natural Science has established a tutoring service, and it's ready for the first time this fall! For many of the NS courses, Natural Science has a list of students who have been screened as to suitability as tutors in the Department of Natural Science. Students needing or requesting tutoring in their Natural Science courses should contact the department office, 100 North Kedzie Hall (ask for Isabel). Natural Science will refer the student to a tutor, and it will be his/her responsibility to make the arrangements.

Social Science

-The Department of Geography has the Cartography specialization available as an elective to all undergraduate students regardless of their majors. For more information call Dr. Manson in the Geography department (5-4651).

-The Social Science Secondary Teaching Minor in the College of Social Science Multidisciplinary Program will be phased out effective fall 1988. Students who have not met the requirements for the Social Science secondary teaching minor prior to Fall 1988 will have to change their minors.

James Madison

-A change in the credit distribution requirements in James Madison College will affect currently enrolled and readmitted students as well as those admitted Fall 1985 and thereafter.

Students must complete 12 credits of James Madison College courses in addition to the required courses in the field of concentration approved by the College. Those transferring into the College who have completed the University's General Education requirement in the Social and Behavioral Sciences and who have 40 or more credits must complete three courses, selected from an approved list, to provide a background equivalent to MC 200, 201, and 202. Students who are considering a major change into James Madison should see Dixie Platt about this and other requirements.

ILLUSTRATION VIA

COURSE CHANGES

Effective Spring 1985:

AST 452	Change prerequisite to PHY 391, PHY 395 or approval of department
AST 453	Change prerequisite to PHY 391, PHY 395 or approval of department
CEP 400	Offered W/SS
CEP 401	Offered F/S/SS
CEP 410	Offered W/S/SS
CEP 413	Offered F/W
CEP 428A	Offered F
CEP 428B	Offered F
CEP 428C	Offered F
CEP 431B	Offered F
CEP 442	Offered S of odd-numbered years
CEP 450	Offered F/W/S
CEP 466B	Offered F/W/S
CEP 470F	Offered W/S
CEP 470K	Offered W/S
CEP 471B	Offered W/S
CHE 423:	CHE 343 is new prerequisite.
CHE 424:	CHE 340 is new prerequisite.
CHE 428:	CEM 361, CHE 341, and CHE 311 are prerequisites.
CHE 451:	CHE 428 and CHE 343 are prerequisites.
CHE 461:	CHE 343 and CHE 428 are prerequisites.
CHE 481:	CHE 342 and CHE 381 are prerequisites.
COM 300:	Add "Interdepartmental with and administered by the Department of Telecommunication."
FCE 263	Offered F/W
FCE 331	Offered F/W
FCE 332	Offered F/S (FCE 331 will be only prerequisite.)
FCE 340	Offered F/W
FCE 436	Offered F
FCE 444	FCE 145 or FCE 263 and junior standing will be prerequisites.
FRN 327	Offered F/S. Add statement, "May reenroll for a maximum of 6 credits if different topic is taken."
FRN 420	Offered F of even numbered years.
FRN 421	Offered F. FRN 322 is prerequisite.
FRN 423	Offered W
FRN 435	Offered W/S/SS. May reenroll for a maximum of 12 credits if different topics are taken. Prerequisite is FRN 203.
FRN 450	Offered W*
FRN 455	Offered W*
FRN 460	Offered S*
FRN 465	Offered F*

(*Prerequisite is FRN 362 or approval of department.)

FRN 470	Offered F**
FRN 475	Offered S**
FRN 485	Offered F**

(**Prerequisite is FRN 363 or approval of department.)

HED 303	Offered F
HRT 452	Will be a 4 cr. course. Add "Field trip required" to course description.
HRT 456	Will be a 4 cr. course. Add "Field trip required" to course description.
MC 226	New title: "Social Change in Third World Societies." Course description is changed to "Socio-economic and political conditions of contemporary developing countries. Historical and contemporary processes of change. Theories of the development process."
MC 320	New title: "Policy Problems and Development Strategies in the Third World." Description is changed to "International and domestic policies and their effects on development. Constraints and opportunities within the domestic and international environments. Evaluation of different strategies."

MMM 352	Offered S. Prerequisite of MMM 350 cannot be concurrent.
MMM 430	Offered W
MMM 456	Offered S
PHL 461	Course number changed to PHL 344.
PHY 291H	Course description is changed to "Three term course sequence in elementary physics consisting of PHY 291H, 292H, 293H. In this sequence the principles of physics are presented in a unified manner that emphasizes modern concepts. Mechanics, including special relativity."
PHY 365	Prerequisite changed to PHY 364 or PHY 364B
PHY 365B	Delete prerequisite of PHY 294
PHY 496	Change prerequisite to PHY 391
PHY 497	Change prerequisite to PHY 391
PHY 498	Change prerequisite to PHY 391
SPN 326	Offered F of odd-numbered years.
SPN 327	Offered S
SPN 328	Offered W
SPN 420	Offered W of odd-numbered years
SPN 423	Offered W of even-numbered years
SPN 435	Offered W/S/SS Prerequisite is SPN 203.
SPN 450***	
SPN 455***	
(***Prerequisite changed to SPN 362 or approval of department.)	
SPN 460	Offered W. Prerequisite changed to SPN 362 or approval of department.
SPN 465#	Offered F
SPN 470#	Offered W
(# SPN 363 or approval of department is prerequisite.)	
SPN 475	Offered F of even-numbered years. Prerequisite is SPN 364 or approval of department.
SPN 480	Offered S. Prerequisite is SPN 365 or approval of department.
SPN 485	Offered F of even numbered years. SPN 365 or department approval is prerequisite.
STT 423	Offered F/W/S
TC 401	Change prerequisites to TC 310 and juniors. Change course description to, "Sales, ratings, facility organization, departmental functions, management duties, promotion, market analysis, programming and program formats. Short case studies are used to illustrate topic areas."

DROPPED COURSES

Effective Winter 1985:
GEO 428
Effective Spring 1985:
HRT 453
HRT 457
ITL 311
ITL 450
MUS 429
PHY 294
REL 321
REL 322
UP 311

ILLUSTRATION VII

THE ADVISING INTERVIEW

Suggestions for improving communication:

1. Opening - Greet students by name, be relaxed, warm. Open with a question e.g. "How are things going?" or "How can I help?"

2. Phrasing Questions - Conversational flow will be cut off if questions are asked so that a "yes" or "no" reply is required. A good question might be, "What have you thought about taking next quarter?" or "What are some things that have made you think about business as a career?"

3. Out-Talking the Student - Good advising is effective listening. Listening is more than the absence of talking. Identify the fine shades of feelings behind the words.

4. Accepting the Student's Attitudes and Feelings - A student may fear that the adviser won't approve of what he says. Advisers must convey their acceptance of these feelings and attitudes in a non-judgmental way. Cardinal principle: If the student thinks it is a problem, the adviser does too.

5. Cross-Examining - Do not fire questions at the student like a machine gun.

6. Silence in the Interview - Most people are embarrassed if no conversation is going on. Remember, the student may be groping for words or ideas.

7. Reflecting the Student's Feelings - Try to understand what the student is saying. For example, it is better to say, "You feel that professor is unfair to you" rather than "Everyone has trouble getting along with professors sometimes."

8. Admitting Your Ignorance - If a student asks a question regarding facts and you do not have the facts, admit it. Go to your resources for the information immediately or call the student back.

9. Setting Limits on the Interview - It is better if the adviser and the student realize from the beginning that the interview lasts for a fixed length of time.

10. Ending the Interview - Once limits have been set, it is best to end the interview at the agreed time. A comfortable phrase might be, "Do you think we have done all we can for today?" or "Let's make another appointment so that we can go into this further."

(from The ACT National Center for the Advancement of Educational Practices)

READER'S VIEWPOINT

ILLUSTRATION VIII

The following letter was received as comment on the article in the last issue of the Adviser entitled "The Advising Interview." We welcome any comments and suggestions you may have and will make an effort to print them if they are signed communications.

MICHIGAN STATE UNIVERSITY

[illegible] EAST LANSING · MICHIGAN · [illegible]

July 2, 1982

Jean Draper, Chairperson
Editorial Committee
Undergraduate Adviser
Undergraduate University Division
177 Bessey Hall
Campus

Dear Jean:

Congratulations on the birth of the Undergraduate Adviser. I am delighted to see this much needed and most promising venture come to pass.

In the first issue (May 24) you reprinted, without comment, the conventional wisdom dispensed by ACT on "The Advising Interview." I trust the absence of any editorial disclaimer does not imply institutional endorsement of these commandments. Essentially, they amount to a simplistic, misleading rendering of the Rogerian variant of counseling doctrine. Allow me to express some mild reservations on a few of these prescriptions, lest they come to be viewed as authoritative simply by dint of repetition.

2. Phrasing Questions. Nothing but "yes-or-no questions" will indeed dry up a conversation, however: two or three initial yes-or-no questions can greatly enhance the relevance and productiveness of the subsequent dialogue, for at least two reasons. First, if the adviser has reviewed the file ahead of time, these questions can set an especially personalized tone by demonstrating highly individual awareness and interest. They can do that much better than the anonymous, all-purpose, mass-production, stand-by opener, "What have you thought of taking next term?" which facelessly fits every advisee under the sun. Second, the answers to well-chosen yes-or-no questions can be used to formulate much more purposive open-ended follow-up questions than is possible otherwise (unless you know the student very well to begin with).

3. "Good advising is effective listening." This absurdity is especially typical of the vulgarized variant of non-directive counseling doctrine. Obviously, listening cannot be advising -- unless, perhaps, you sing, wink, smile and frown nightly throughout. Good advising is impossible without effective listening. Intent listening is a necessary but not a sufficient condition for good advising.

4. "Silence." It is indeed important to give inarticulate or distressed or inhibited kids ample time to get things out; however: too often cultist exaggerations of this principle result in excruciating embarrassment and near-paralysis. In clinical research and/or psychotherapy this may be a useful technique. It is almost certainly misplaced in the academic counseling context; no matter how benign your intent, most students will perceive you as torturing them. They are also apt to spit out almost anything, true, false or red herring, just to get off the hook, and in future will either seek out another adviser whom they construe as "friendlier," or--worse--will try to avoid advising encounters altogether.

7. Reflecting the Student's Feelings. Why is "You feel that professor is unfair to you" inherently better, regardless of context of individual temperament, than "Everyone has trouble getting along with professors sometimes"? This is another typical misapplication of the psychotherapeutic canon to something else. At the very least, let us stipulate that the "so you feel the professor is unfair to you" technique will require doubling the length of the interview to accomplish any given increment in rapport and illumination.

8. Admitting Your Ignorance. It is indeed essential to say so very explicitly if we don't know or aren't sure. But just "going to one's resources or calling the student back" is a pale second-best compared with seizing the opportunity to teach students how they could find out for themselves in future. It is important whenever possible to say something like, "Good question--I don't know--let's find out--watch how it's done . . ." and then demonstrating where you look or whom you call, and what the efficient and effective ways are to do it. Furthermore, unless students are asking us the most mechanical and routine of questions, we should probably always give them one or two names or phone numbers. Even when we do "know" this is important--not only to optimize resolution of particular questions, but also to teach young people that on almost any significant question it is better to solicit the judgments of several experts rather than to follow the nearest available oracle.

Could we get a friendly little debate going on some of these things?

Cordially,

Chitra Smith

BEST COPY AVAILABLE

ILLUSTRATION IX

SUGGESTIONS WELCOME

The Editorial Committee welcomes contributions of short articles and letters to be considered for publication in the Undergraduate Adviser. Please contact a member of the committee (see below) if you have concerns regarding how undergraduate adviser communications can be improved.

Suggestion for topic for the Adviser _____

_____

_____

_____

Suggestions of speaker for All-University Advisers' Meeting_____

_____

_____

Your name_____Tel._____

The UNDERGRADUATE ADVISER is published Fall, Winter and Spring Terms by the Undergraduate University Division of Michigan State University under the sponsorship of the Office of the Assistant Provost for Undergraduate Education. Please address your correspondence to the Undergraduate Adviser, UUD/177 Bessey Hall, MSU, East Lansing, MI 48824 1033. Tel. (517) 353 3243).

EDITORIAL COMMITTEE: Jean Draper, Chairperson
Mary Austin
Ruth Kilbourne
Doris Neumann
Gerri Olson

ILLUSTRATION XA

PRR 210 Our National Parks, F,S, 3 cr., not open to majors.
STA 242 Life Drawing, F,W,S 2(0-4) STA 241.
STA 243 Life Drawing, S 2(0-4) STA 242.
STA 356 Landscape/Still-Life Painting, F, S, 2(0-4). May reenroll for a maximum of 4 credits. STA 242, STA 255.
STA 357 Non-Objective Painting, W,S, 2(0-4). May reenroll for a maximum of 4 credits. STA 242, STA 255.

DROPPED COURSES

Effective Spring 1985

HRT 453, HRT 457
MUS 429
NSE 390H, 391H, 392H
PHY 294
REL 321,322
ITL 311, 450
UP 311

Effective Fall 1985

PHY 491
REL 320

IN YOUR OPINION

We would like to broaden the base of expertise for our Undergraduate Adviser newsletter by initiating a column entitled "In Your Opinion."

Any expressions of opinion are welcome, of course, but for our first attempt we have decided to ask two questions suggested by Sandra Seaton, a UUD advisor.

1. Is "underenrollment" (too few credits or courses at an inappropriately low level) a problem for a significant number of first-term students?

2. What do you do to help an underenrolled student when you become aware of the situation?

We arbitrarily chose three advisers—Corinne Balaban, Psychology; Mary Baron, Pre-professional; and Scott Vaughn, Honors College—and asked them to respond to these questions. Their answers follow.

Balaban:

1. I do not find underenrollment of first-term students to be a problem, but consider it a virtue for many students. I have found that a considerable number of freshmen are advised to register for 17 or 18 credits their first term at MSU and often this has catastrophic results. These are generally high achieving students who are devastated when their grades that first quarter are 1.5, 2.0 or even 2.5.

Seventeen or eighteen year old students, leaving home for the first time, have many adjustments to make to their environment. The adjustments during that first quarter are as important to the students' education as the academic classroom. A modest first-term program (12-15 cr.) will aid in the transition to independent living and enable students to "keep their heads above water" so that they will not become discouraged with their progress at MSU after the first quarter.

2. Once the student has become acclimated to MSU, and I become aware of underenrollment, I explain to the student that it is necessary to have at least 48 upper division credits to graduate from MSU. I explore with the student career goals/plans. If the student is thinking of graduate school, I explain that graduate

ILLUSTRATION XB

schools do look at the level of courses taken as an undergraduate. I explain the importance of upper division courses. We then proceed to outline a program of upper division courses appropriate to the student's interest and career goals.

Baron:

1. Underenrollment generally is not a problem since freshmen entering as pre-professional (pre-med, pre-dent, or with other allied health interests) are enrolled in most cases with a full complement of courses, ranging from 12-17 credits, including math and chemistry. In those instances where orientation test scores indicate needed review in math or English before regular college level courses in these areas are attempted, then those students may be enrolled in only 12-13 credits to allow for sufficient preparation and study time.

Overenrollment, too many hours of course work or courses which turn out to be at too high a level, can be more of a problem for the pre-professional student than underenrollment. Potentially excellent students often express discouragement about their initial MSU academic experiences to the point where feelings of inadequacy and low self-esteem negatively color their future endeavors unless these feelings are recognized and dealt with appropriately by students and advisors alike.

2. Ordinarily it is not always possible to add or upgrade courses because of the time element involved. However, students are encouraged to use their time profitably by exploring volunteer opportunities for service to the University or community or to use the found time to develop study skills in areas where they may feel lack of confidence.

Vaughn:

Sandra Seaton's first question raises two distinct and separate issues; first, that of too few credits and second, that of coursework at an inappropriately low level. Since my experience has not shown the first to be particularly problematic, I will address only the second. I will argue that underenrollments in this sense are not perceived as such by underenrolled students. Finally, I will comment briefly on the second question: "What do you do . . . when you become aware of the situation?"

UNDERENROLLMENT PROBLEMS

Attempts to specify the problem seem to me to be pointless since the problems of underenrollment are, at least in part, determined by context and perspective. Some, but surely not all, underenrolled students suffer from boredom, feel cheated when they find themselves rehashing course material done first in the eleventh grade, or find it difficult to effectively manage time when they have so much of it on their hands. Certainly they will not learn what it means to do one's best. From an institutional perspective, however, the increasingly scarce instructional resources wasted, and the undesirable educational messages delivered when advisers endorse such enrollments, are problems even if the students involved want easy grades and do not suffer from boredom, feel cheated or fail to develop needed study and time management skills.

Further, the reaction of the underenrolled student is not the only one that matters. Consider also the perspective of the majority of students, who are enrolled in educationally appropriate levels of coursework. From their perspective it is simply unfair to expect them to compete on grading curves set by students who are

ILLUSTRATION XC

enrolled to "review" the material or increase their confidence by having a "successful" first term at the University. In short, underenrollments of the sort referred to here produce (or ought to produce) negative reactions in the underenrolled, waste valuable instructional resources and are unfair to serious students not as well prepared as those in a position to mark time for a term or two.

SOLUTIONS

There is precious little that any adviser can do when he or she "becomes aware" of an underenrollment situation after the fact. Faced with a dissatisfied customer early enough in the term we can usually come up with something better, but the likelihood of recreating the best—or even second best—set of opportunities is very slim indeed. All of these problems will be resolved by improving placement procedures, not by finding ways to patch up the most obvious mistakes ex post facto. Specifically, we must use all of the information available to us if we are to help each student begin college work at a level which is reasonable in light of his or her previous record. This requires us to make careful and thoughtful assessments of the high school record as well as placement test results. It also requires that we sometimes say "no" to students whose personal objectives are intellectually and academically indefensible. In short, good academic advising presupposes careful weighing of all available academic indicators, and advisers who do more than monitor minimum program requirements.

For our next "In Your Opinion" topic, we have had a suggestion based on Dr. Lazarus's address to the February All-University Advisers' meeting. He said, "Get involved with a student's real life; education is more than academics. But, let the students make the final decisions. Teach them decision-making skills."

Our question is this: How do you teach students decision-making skills?

If you would like to respond (in writing) to this question or if you have a suggestion for an alternative question, please call or write to Mary Austin, 109 Brody, 3-7973.

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